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ABSTRACT

The new emphasis on welfare reform, self-reliance, and individual accountability and the new time limits imposed by the Temporary Assistance for Needy Families program have resulted in large numbers of people between the ages of 18 and 24 entering the work force. The three main career options for youth in transition from school to work are postsecondary education, apprenticeship training, and public sector employment. In addition to the employment programs and services available to assist low-income youths nationwide, various states offer special assistance to low-income youths with limited skills. Young adults may encounter several obstacles as they move

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from school to work. In addition to job training and job placement assistance, many youths need the following types of services: mentoring; pregnancy prevention and services to teen parents; assistance to domestic violence victims; substance abuse counseling; and transportation. Funding for such services is available through various government agencies, philanthropic foundations, and private employers. The following are among notable innovative programs: Detroit's "Focus: HOPE" program, which emphasizes work force development for well-paying jobs; the Los Angeles/Watts and Eastside Empowerment Zone; and the Iowa Volunteer Mentor Program. (Contains 12 resource contacts and 19 publications available on the World Wide Web.) (MN)

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by Pamela Friedman

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Issue Notes

Vol. 4, No. 11 September 2000

Career Opportunities and Support Services for Low-Income, Post-High School Young Adults

By Pamela Friedman

Background

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 reformed the nation's welfare program to promote self-reliance and individual accountability. In addition, the emphasis on "work first" as a means to self-sufficiency and the time limits imposed by the Temporary Assistance for Needy Families (TANF) program have resulted in a large number of people between the ages of 18 and 24 entering the workforce. Because these young adults bring limited skills and experience to the labor force, they, along with other low-income adults, remain at risk for dependency. They tend to gain employment in jobs that do not provide health care benefits and that offer minimal opportunities for advancement, making self-sufficiency even more difficult to attain.

Young people living in poverty are confronted daily with many barriers to success. Incidents of teen pregnancy, crime, and substance abuse are higher among young adults living in low-income areas. Many of these young adults are single parents. The availability of affordable child care has a significant impact on their ability to obtain and retain employment. More importantly, they are isolated from the informal networks needed to identify the many quality jobs that go unadvertised.

To successfully break out of the cycle of poverty and welfare dependency, these young people need supports. Programs that support the transition from school to work, continuing education, and job-readiness and life-skills training can play a major role in helping them attain self-sufficiency. This *Issue Note* explores options to assist low-income, post-high school young adults as they enter the world of work.

Policy and Program Issues

What career options are available to young adults with limited job skills? Three career options for youth in transition from school to work are postsecondary education, apprenticeship training, and public-sector employment.

Postsecondary Education. Postsecondary degrees, or certification achieved through enrollment in a community college or a four-year program, enable young adults to obtain the advanced education necessary for professional employment. The final TANF regulations give states flexibility to use TANF funds to support postsecondary education for participants, though federal restrictions regarding work requirements and the definition of work activities still apply. TANF and state maintenance-of-effort (MOE) funds may be used to pay for tuition, to provide cash assistance to needy parents participating in postsecondary education, and to provide support services such as child

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care and transportation. States may also use MOE funds to support participation in education programs outside of the welfare system. (For an in-depth analysis of how states can use TANF and MOE funds to promote participation in postsecondary education, see Greenberg, 1999.) TANF funds can be used to help low-income adults in postsecondary education programs in ways that are not considered "assistance," such as work-study programs. Such an approach can reduce concerns about time limits because these limits do not apply. In spring 1999, the Office of Family Assistance published a funding guide to clarify the degree of flexibility in the use of TANF funds. It specifically identifies as an allowable expenditure the use of funds to support opportunities at colleges if they promote advancement to higher-paying jobs and self-sufficiency (see U.S. Department of Health and Human Services, spring 1999). Some states, such as **Illinois** and **Kentucky**, allow TANF participants to attend classes for a limited time without additional work obligations, provided they meet specified requirements. Other states have recently introduced legislation to give TANF recipients and other low-income individuals greater access to postsecondary education. (For more information, see the Welfare Information Network (WIN) web-site at http://www.welfareinfo.org/postseced.htm.)

Apprenticeship Training. In the private sector, apprenticeship programs offer young workers opportunities to receive skills training. Such programs often are undertaken as partnerships between business and organized labor, or are implemented by employers or employer associations. They aim to meet the training needs of the apprentice and the employer. Employers or groups of employers and unions design, organize, manage, and finance registered apprenticeship programs using apprenticeship standards that typically include an on-the-job training outline, a related classroom instruction curriculum, and apprenticeship operating procedures. Program sponsors set minimum application qualifications. Generally, applicants must be at least 16 years old; to apprentice in hazardous occupations, applicants must often be at least 18 years of age. Participants can train in construction trades, childcare, health care, and nontraditional jobs for women. Apprenticeship standards are administered by the U.S. Department of Labor's Bureau of Apprenticeship and Training and recognized state apprenticeship councils or agencies, which prescribe the requirements for registration. Businesses interested in recruiting participants can do so through local one-stop workforce centers or through local state apprenticeship council offices. Contact Don Palmer, 202/219-5921, ext. 121; or visit http://www.doleta.gov/atels_bat/.

Public-Sector Employment. Entry-level workers can also pursue careers in the public sector. Under a special hiring authority initiated in 1968, the Worker-Trainee program offers these workers the opportunity to gain the skills and experience necessary for promotion to higher-level jobs within a variety of federal agencies. Worker-trainees are provided formal and on-the-job training. They are hired as temporary employees and receive the same benefits as other federal workers. Once they satisfactorily complete three years of service, they may be converted to career status. As with other federal jobs, vacancies are announced by federal agencies through state and local government job service offices and by the federal Office of Personnel Management.

Various states also offer workers with limited skills the opportunity to gain work experience on the job. **Tennessee** Governor Don Sundquist asked state agencies to serve as examples to other employers by hiring those participating in Families First, the state TANF program. New hires must be from families with children who have a parent who is disabled, absent, or deceased. The Department of Human Services worked with the state personnel agency to develop procedures for hiring welfare recipients within the existing personnel system. Contact Wanda Moore, 615/313-4866.

South Carolina requires each state agency to establish recruitment and hiring goals to target 10 percent of all jobs requiring no more than a high a school diploma to welfare or food stamp recipients. Recipients are hired in permanent or temporary positions. Contact Linda Martin, 803/724-4219.

What support services are necessary? Young adults may encounter several obstacles as they transition from school to work. Many need job training and job placement assistance as well as on-the-job support. Many also face other challenges that must be addressed to assist them in reaching self-sufficiency.

Mentoring. Mentors may counsel new employees on managing time and stress, balancing work and home commitments, managing their finances, accepting new responsibilities, and dealing with office relationships and etiquette. Once learned, these work and life skills will stay with young workers throughout their careers. In the event of an economic downturn, these skills will enable workers to pursue other career options. Mentoring programs can provide referrals to resources such as transportation and child care. They can also help new employees address problems that might otherwise lead to their quitting or being fired.

Pregnancy Prevention and Services to Teen Parents. Early pregnancy has an impact on the economic status of young mothers because it affects employment opportunities, marital options, and family structure. Early childbearing reduces the probability of pursuing postsecondary schooling. It also affects work choices and experience, resulting in negative effects on total income and on the economic well-being of young mothers and their families. Pregnancy prevention services can be key in averting welfare dependency. Although teen pregnancy rates have declined, many young mothers still need child care. Limited access to child care can affect job performance by increasing absenteeism and tardiness, which in turn adversely affect productivity, work quality, and, ultimately, the competitiveness of the businesses employing these workers. Access to child care can offer young parents more flexibility in their choice of work or education. (For more information on child care options, see the WIN publication "Financial Resources for Child Care," at http://www.welfareinfo.org/issuechild.htm.)

Domestic Violence. Domestic violence also hampers efforts to hold a job and become self-sufficient. Post-traumatic stress disorder and severe depression are common among victims of domestic violence. Violence may also leave women with physical injuries. Many victims are left without social and material resources that can facilitate employment. States can expand services to victims of domestic violence by adopting the "family violence option" in the federal welfare law. The family violence option allows exemptions from certain requirements when compliance would make it difficult for victims to escape violent situations. For example, states may exempt young mothers living in abusive home environments from requirements that they live at home, or establish "good-cause" exemptions to requirements that paternity be established when such requirements are likely to increase violence. (For more information, see the WIN publication "Domestic Violence as a Barrier to Women's Self-Sufficiency," at http://www.welfareinfo.org/domesticviolence.htm.)

Substance Abuse. Although substance abuse has declined in recent years, a recent survey of high school students found that 55 percent of young people have experimented with drugs by the time they finish high school. According to the National Household Survey on Drug Abuse, multiple drug use is most common among young adults. In 1998, nearly a quarter of the population ages 18 to 24 reported multiple substance use. Young adults in low-income families had a significantly higher rate of illegal drug use. Furthermore, students not bound for college were far more likely to be at risk for substance abuse (see U.S. Department of Health and Human Services, 1998). States can use federal TANF, MOE, and Welfare-to-Work funds to pay for various components of drug treatment programs. (For more information, see the WIN publication "Substance Abuse and Welfare Reform Policy," at http://www.welfareinfo.org/hardtoplace.htm.)

Oregon was the first state to require clients to participate in a drug, alcohol, or mental health treatment program as a condition of welfare receipt. The state collocates certified alcohol and drug professionals and welfare caseworkers to help identify clients with problems and encourage them to seek treatment. These professionals work with caseworkers to ensure that each client receives referrals specific to their needs and that followup support is available. They also assist in developing each client's self-sufficiency plan. Contact Michael Buckley, 503/945-6127.

Transportation. Current research indicates that the "spacial mismatch" between where many low-income workers reside and where many new jobs are located will continue to increase. Although the majority of low-income workers are urban or rural residents, most new jobs are available in the outlying suburbs. Many entry-level jobs also require working evening or weekend hours. Traditional transportation systems often do not serve those routes or operate during those hours. Programs that provide access to affordable transportation, either by enhancing existing public transportation services or by making ownership of a vehicle possible, offer workers more flexibility in job choice. (For more information, see the WIN publication "Transportation: The Essential Need to Address the "To" in Welfare-to-Work," at http://www.welfareinfo.org/transitneed.htm.)

What funding sources are available for support services? Federal funding sources, including the Departments of Labor (DOL), Education, Health and Human Services, and Housing and Urban Development (HUD), can be used to enhance support services. Foundations also can provide assistance to promote self-sufficiency and reduce welfare dependency.

The U.S. Department of Labor's **Welfare-to-Work** (WtW) grants provide transitional assistance to the hardest-to-employ welfare recipients by providing them with job-readiness and job-placement services, transitional employment, and other job-retention and support services they need to achieve long-term, unsubsidized employment and self-sufficiency. In addition, DOL's **Job Corps** program is a residential program that provides disadvantaged youth between the ages of 16 and 24 with the academic, vocational, and social skills training they need to secure long-term employment or further their education. Although most participants are high school dropouts, about 20 percent of those receiving assistance are high school graduates. Contact Paul Milam, 202/693-3119.

Under the **Workforce Investment Act** (WIA), more than $1 billion is available annually to help low-income youth acquire the education, skills, work experience, and supports they need to transition to a productive adulthood. The youth-related provisions of WIA target young people ages 14 to 21 facing barriers to employment. Programs designed to serve older youth focus on job placement, job retention, earnings, and skill attainment. WIA requires states to develop comprehensive workforce development strategies and to incorporate the one-stop concept. **One-stop workforce centers** provide a full range of employment and training services at the local level, including more intensive training services and career planning for eligible individuals. (For more information on one-stops, see the WIN publication "One Stop Centers: Recent Developments," at http://www.welfareinfo.org/resourcesonestopcentersrecentdevelopments.htm.)

The Department of Education's **Work-Study** program provides annual funding allotments to participating institutions that enable students from low-income families to work while pursuing a postsecondary education. Placements are designed to complement and reinforce students' academic work, and they can be quite varied. Students may work on campus or for public, private nonprofit, or for-profit employers, so long as the placements are linked to the greatest extent possible to students' career goals. Work-Study funds can be used to pay for the majority of the student's wages, with the school or the public, nonprofit, or for-profit employer providing the remaining portion as the required match. Federal and state funds also are available to colleges and universities to help provide support services such as child care and transportation. (For more information on postsecondary opportunities,

see the WIN publication "Postsecondary Education Options for Low-Income Adults," at http://www.welfareinfo.org/postseced2.htm.)

The Department of Housing and Urban Development's **Youthbuild** program helps disadvantaged young adults ages 16 to 24 obtain education, employment skills, and meaningful onsite work experience in the construction trades. The residential program targets high school dropouts. Up to 25 percent of the participants may have higher incomes or more than a high school education, but they must have educational needs that justify their inclusion in the program. HUD funds are awarded as competitive grants. Contact Jackie Mitchell, 202/708-2290.

Foundations are increasingly funding programs that promote self-sufficiency and reduce welfare dependency. In 1999, the Bill and Melinda Gates Foundation created the **Gates Millennium Scholars Program** (GMSP). The program seeks to expand access to higher education for minority citizens who otherwise cannot afford to attend college. For the next 20 years, $50 million will be allocated annually to provide full tuition assistance to 1,000 qualifying applicants. Applicants must be incoming college freshmen and must be nominated by a high school counselor, or someone who knows them in an academic capacity. They must be able to demonstrate economic need. They also had to have maintained at least a 3.3 grade point average while in high school. The United Negro College Fund administers GMSP in conjunction with the Hispanic Scholarship Fund, the American Indian College Fund, and the Asian and Pacific American Advisory Council. Contact Public Affairs, 206/709-3100.

The Lilly Endowment recently awarded a $50-million grant to the **Hispanic Scholarship Fund** to support its scholarship programs. The fund is committed to doubling the number of Hispanic students earning college degrees by 2006. It has three programs to assist students in making the transition from high school to college, completing their undergraduate studies, or making the transition from a community college to a four-year institution. The fund awards scholarships in all 50 states and the commonwealth of Puerto Rico. Candidates are chosen on the basis of academic achievement, personal strengths, leadership qualities, and financial need. They must be U.S. citizens or permanent residents of Hispanic background. Contact Stacy Rameriz, 415/445-9930.

Who are the key players in helping to move young adults toward self-sufficiency? Nonprofit organizations, community colleges, faith-based organizations, local school districts and recreation departments, and private employers all provide programs to assist young adults as they move from high school graduation to self-sufficiency.

Various state agencies have contracted with nonprofit organizations to provide services to eligible residents. **Job Opportunities in Nevada** (JOIN) operates throughout northern Nevada. Under the Workforce Investment Act, JOIN offers services to adults and to youth ages 17 to 21. Program funds are administered by NevadaWorks, the former northern Nevada Private Industry Council. Case management, job-retention, and career-advancement services are among the services JOIN provides. Once assessed, eligible youth work with JOIN staff to develop an individual service strategy plan that identifies the training they need to obtain a General Educational Development (GED) certificate, enter apprenticeship programs or the military, or work toward unsubsidized employment. Training is provided in-house and at other approved training facilities. JOIN leverages resources by partnering with other agencies to pay for training and supplies. Participants receive support services, including child care assistance, transportation allowances, and work-appropriate clothing. Participants may receive follow up services for a year or more. Contact Marsha Danton, 775/785-6106, ext. 119.

Community colleges have traditionally played an important role as a provider of education to disadvantaged groups, and have been pioneers in off-hour and employer-based education. Many now provide postemployment education and training. To reach a larger number of low-income, entry-level workers, community colleges may want to consider other options, such as compressed semesters. They may also consider offering classes in low-income neighborhood facilities and encouraging the use of distance learning. As the need for skills enhancement increases, community colleges can offer small employers access to the resources they need to provide adequate and timely training. Contact Jim Hermes, American Association of Community Colleges, 202/728-0200, ext. 216.

Faith-based organizations and religious congregations have historically been very active in providing services to low-income individuals. These services include ad hoc crisis intervention, food pantries, day care, and substance abuse treatment programs. The "charitable choice" provision in TANF specifically addresses the use of contracts, vouchers, and other funding mechanisms to arrange for charitable, religious, and other organizations to provide services. The statute also requires that religious organizations be permitted to receive such funding "on the same basis as any other nongovernmental provider." (For more information, see the WIN publication "Partnerships with the Faith Community in Welfare Reform," at http://www.welfareinfo.org/faith.htm, and WIN's forthcoming publication on charitable choice and welfare reform.)

Research has found that private employers are willing to hire workers with limited experience if they demonstrate a willingness to work and bring good work habits to the job. However, workers hoping to advance in their careers need to develop job-related skills to do so. Young workers may look for opportunities that enable them to upgrade their skills on the job or through work-release time. Employers who provide training may qualify for various tax credits and other benefits. For example, employers who provide training for all their workers—not just those with low income—can benefit from provisions of WIA. The Work Opportunity Tax Credit provides federal income tax credits directly to businesses that hire eligible individuals. Former recipients of public assistance, participants in welfare-to-work programs, food stamp recipients, and at-risk youth are among those eligible. Employers may also be eligible to apply for the federal Welfare-to-Work tax credit.

Research Findings

Nearly one-third of the U.S. adult population does not advance beyond high school. This proportion has remained relatively constant for nearly 30 years. A study by the U.S. Bureau of the Census (March 1999) found that 16.6 percent or nearly 4 million adults between the ages of 18 and 24 live below poverty. Of these 16.6 million, approximately 14 percent are high school graduates. Many of these young adults are single parents. Parents ages 19 to 24 comprise about 30 percent of the total caseload affected by the welfare reform law. Many have children below age five and lack the education and experience needed to become independent, working adults.

Halperin (1998) maintains that young adults have made little progress in moving toward self-sufficiency. He states that the full- and part-time employment rates of those between the ages of 16 and 24 in 1997 were one to three percentage points lower than in 1989, despite a strong economy. Minority youth had full-time employment rates 20 to 30 percentage points below their white counterparts. Young workers who do not pursue postsecondary education or career training are experiencing longer periods of unemployment and are relying on jobs with limited growth potential. Furthermore, their tenure in the jobs they do obtain is shorter and less stable.

These workers, who are most likely to stay on welfare for extended periods, need supports, educational opportunities, and mentoring relationships to achieve self-sufficiency. Providing similar supports to low-income adults who are working can help keep them from becoming dependent on TANF.

Research, such as that conducted by Bernstein and Hartmann (June 2000), indicates that a large number of workers entering the job market with only a high school education are more likely to obtain jobs that offer few benefits, are less stable, and offer little upward mobility. In addition, these workers encounter many barriers to sustained employment. These include a skills mismatch, which reduces performance because they lack basic math, English, and social skills even for entry-level jobs; discrimination, which results in their isolation and a lack of access to informal hiring networks; and a spacial mismatch, which results in an increased need for transportation assistance to travel to where the jobs are located.

The U.S. Department of Labor classifies half of the nation's 131.6 million jobs as not requiring a college degree, but the earnings of workers with only a high school education remain significantly lower than the earnings of college graduates. In the event of an economic downturn, workers with limited education are likely to be among the first to loose their jobs. Research indicates that early work experience plays a vital role in career development. Young adults who are able to find and retain permanent employment are more likely to gain the work experience needed to maintain employment and increase wages over time.

With the advent of welfare reform, and the emphasis on "work first" as a means to self-sufficiency, the low-wage labor market and the opportunities for low-wage workers have come to the forefront of public policy. The challenges that low-income workers face can be met in various ways. Strategies include providing assistance to further their education and increase their skills and promoting employer-sponsored mentoring and skills training programs. Public- and private-sector provision of supports such as child care and transportation assistance also is critical.

Innovative Practices

Detroit's **Focus: HOPE** emphasizes workforce development for well-paying jobs, and it has prepared youth and adults for careers as machinists, engineers, and information technology specialists. Tuition support or supplements are available for those who cannot afford the training. The programs are open to high school graduates or adults who have obtained a GED and met specific educational requirements. The average participant is 24 years old; those between the ages of 18 and 24 account for about half of those enrolled. All applicants are assessed at entry. If they lack the basic skills required to enter the vocational training programs, enrollees participate in a remedial program. Since the remedial program began in 1989, 90 percent of the graduates have progressed to the Machinist Training Institute (MTI) or the Information Technology Center (ITC).

MTI was established in 1981 in response to a local industry skill shortage. It trains and places graduates in manufacturing companies throughout the Detroit area. About half of the students are between 18 and 24 years of age. More than 2,000 participants have graduated and been placed in jobs, or have continued their education to obtain an engineering degree. Students who have completed the MTI program can enter the Center for Advanced Technologies (CAT). CAT offers academic and hands-on manufacturing training. Students graduate with an associate degree or a bachelor's degree granted through a partnership between Focus: HOPE and five universities. Contact Joanna Woods, 313/494-4199.

ITC participants can earn the technical certification to enter the information technology field as professional workers. About a third of the students are between 18 and 24 years of age. The technical programs are based on curricula developed by the companies responsible for setting the certification standards. Industry partners include Microsoft, Cisco Systems, Clover Technologies, and Sequoia Diversified Products. ITC was launched in 1999, and all students graduating last year were placed in jobs. Contact Linda Hanks, 313/494-4888.

Earlier this year, the city of **Los Angeles/Watts and Eastside Empowerment Zone** received a Youth Opportunity grant from the U.S. Department of Labor. The project seeks to increase employment among youth ages 14 to 21 in a community where only 26 percent of adults are high school graduates. Project partners include the workforce investment board, one-stop workforce centers, the housing authority, the Family Development Network and other nonprofit agencies, the police department, TANF offices, Cal Learn, and the Los Angeles Unified School District.

Two area youth centers, in Watts and Boyle Heights, offer project services. These services are offered in three stages and include assessment, dropout prevention, college pathways, career preparation, and occupational training. Stage one, the outreach and intake process, offers "try-out" positions and an initial assessment before enrollment. Stage two introduces participants to career options, with an emphasis on local growth industries. Stage three focuses on follow-through. McDonalds, Ticketmaster, United Parcel Service, and PDQ Personnel Services are among the companies agreeing to hire area youth who successfully complete the program. HUD and the city of Los Angeles also have agreed to hire participants. Project operators will provide additional on-the-job training, as needed, at no cost to the employer. They expect to serve more than 800 youth during the first year. Contact Paula Minor, 323/789-2730.

The Sacramento County Board of Education established the **Regional Occupational Program** (ROP) in 1968. ROP is a partnership involving the county education office, area school districts, local businesses, industry, labor, and colleges. The program provides career-guidance, job-training, and job-placement services to high school students and adults (ages 16 to 30) in the greater Sacramento area. About 40 percent of the enrollees are adults. The curriculum aims to meet the needs of local business partners, and most of the courses have a "worksite training agreement" to ensure that students train using current industry standards, procedures, and technology. Graduates are eligible for free career development assistance for up to five years. The latest survey of graduates found that 72 percent were employed; 40 percent were attending college, apprenticeship, or other training; and 9 percent were unemployed but seeking work. ROP also works with many local one-stop workforce centers to provide career information and counseling. Since its inception, nearly 18,000 young adults have participated in ROP. Contact Rick Larkey, 916/228-2711.

United Parcel Service (UPS) sponsors educational assistance programs to support young people as they transition from school to work or to postsecondary education. UPS's School-to-Work programs provide high school graduates ages 17 and older with the opportunity to earn college credit while working part-time at UPS. Operating in six cities, the programs incorporate classroom training, personal growth, and work experience. They are coordinated in partnership with government agencies, nonprofit organizations, local school systems, and institutions of higher education. The Earn & Learn program, available in 40 locations, offers up to $23,000 in total education assistance to part-time employees. UPS employees receive $3,000 in education assistance per calendar year, with a lifetime maximum of $15,000. Loans of up to $2,000 per year also are available. If the student remains employed at UPS while attending college, UPS will repay up to 100 percent of the principal borrowed over a four-year period.

In 1998, UPS, in collaboration with the University of Louisville, Jefferson Community College, Jefferson Technical College, and Kentucky Governor Paul Patton's office, launched Metropolitan College in Louisville. The college is a major recruiting tool for UPS as it tries to respond to the rapid growth of its airline operation, which is headquartered in Louisville. Since its inception, more than 2,000 students have enrolled. Metropolitan students earn competitive wages and full employee benefits. Their work shifts are scheduled to accommodate afternoon and evening classes, and tuition is free. Contact David Hummel, 502/359-1804.

The Iowa **Volunteer Mentor Program** assists TANF participants in achieving self-sufficiency by helping them find and keep jobs through the provision of mentoring services. Companies agreeing to hire TANF/PROMISE JOBS participants can use the program to provide corporate mentoring services to all entry-level workers. In addition to working with participants to promote job retention, mentors help them understand and access the various services and supports available to assist them in making the transition from welfare to work. Mentors are community volunteers or former recipients who have demonstrated self-sufficiency for at least one year. Once matched, the mentor and participant, with help from the volunteer mentor coordinator, decide on the length of the relationship, what goals to set, and how often to meet. The match between mentor and participant can last from three months to two years. Begun in 1988, the program now operates in seven sites. Two of the seven sites sponsor corporate mentoring programs that provide mentoring assistance to entry-level corporate staff at the worksite. Several sites also are planning to offer job coaching through the program. Contact Jane E. Schockemoehl, 515/281-9052.

RESOURCE CONTACTS

Advocates for Youth. Contact Sue Pagliaro, 202/347-5700, ext. 29; or visit http://www.advocatesforyouth.org

American Public Human Services Association. Contact John Sciamanna, 202/682-0100; or visit http://www.aphsa.org

American Youth Policy Forum. Contact Glenda Partee, 202/775-9731; or visit http://www.aypf.org

Boyle Heights Youth Opportunity Movement, Los Angeles, Calif. Contact Robert Sainz, 323/526-2893.

Center on Law and Social Policy. Contact Julie Strawn, 202/797-6536; or visit http://www.clasp.org

Jobs for the Future. Contact Richard Kazis, 617/728-4446; or visit http://www.jff.org

National Association of Workforce Boards. Contact Sally Reis, 202/289-2987; or visit http://www.nawb.org

National Clearinghouse on Families and Youth. Contact Tracy Chamblin, 301/608-8098; or visit http://www.ncfy.com

National Governors' Association. Contact: Thomas MacLellan, 202/624-5247; or visit http://www.nga.org

National Youth Employment Coalition. Contact: David Brown, 202/659-1065; or visit http://www.nyec.org

Public/Private Ventures. Contact Anne Roder, 215/557-4471; or visit http://www/ppv.org

U.S. Department of Labor, Office of Youth Services. Contact Lorenzo Harrison, 202/693-3030.

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